

Studying the Standards Sample Activity

The goal of this activity is to better understand the concepts and skills your students HAVE when they come to you and what you need to do to move them to the next standard of learning. One way to accomplish this is to determine how the standards change from adjacent grades in terms of content and processes. Look at the following sample and use this as a model to break down one of the standards you are using in your Unit of Study and complete the Personal Standards Activity Worksheet in module 2 (google doc).

Standards Activity Sample - Math

Big Idea: Interpreting and Analyzing Data

Standard for Grade: 2 List the standard in the grade prior to the standard you are measuring. M (DSP) - 2 - 1 Interprets a given representation (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions. (State) <i>*Notice that this is the standard for grade 2, the grade <u>previous</u> to the standard being measured.</i>	Standard for Grade: 3 List the standard you are measuring in YOUR unit of study M (DSP) - 3 - 1 Interprets a given representation (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions. (State) <i>*Notice that this is the standard for the grade level being measured.</i>	Standard for Grade: 4 List the standard of the grade after the standard you are measuring M (DSP) - 4 - 1 Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (State) <i>*Notice that this is the standard for grade 4, the grade <u>after</u> the standard being measured.</i>
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Changes (from grade 2 to grade 3) Look at the content and skills from grade to grade. List what changes in the standard. <ul style="list-style-type: none">• Bar graphs and making predictions are new.• Pictographs with 1:1 correspondence are dropped.• Analysis moves from more, less, and equal to most frequent (mode), least frequent, largest and smallest.	Changes (from grade 3 to grade 4) Look at the content and skills from grade to grade. List what changes in the standard. <ul style="list-style-type: none">• Pictographs without 1:1 correspondence is new.• Circle graphs, justifying conclusions and solving problems are new.• Tally charts drop.• Analysis moves from most frequent, least frequent, largest, and smallest to median, mode, and range.
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Important findings that affect my instruction and assessment Look at the changes from grade to grade listed above. <ul style="list-style-type: none">• Introduce bar graphs and making predictions at the developmental level.• Tally charts, tables, and line plots should be instructed at the reinforcement and drill and practice levels.• Data must be analyzed through the lens of to most frequent, least frequent, largest, smallest.• Pictographs reappear in 4th grade.
Implications for instruction and assessment What needs to be done differently to ensure students have met the standard and are ready for the next year? <ul style="list-style-type: none">• Include pictographs with 1:1 correspondence occasionally since it will reappear in 4th grade where the each symbol represents a value more than one.• Use what students already know about other graphical representations to connect to and introduce bar graphs.• The standard at this grade level calls for students to make predictions, so we need to make sure students have opportunities to do this.

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